June 30, 1971

Dear Staff Member:

The School Board on Monday, June 28, announced a plan that it is submitting to the U.S. District Court to desegregate Drew and Hoffman-Boston Elementary Schools.

Under the provisions of the plan, students and staff from the two schools in question are to be distributed among all of the remaining elementaries. Drew is to be used for Adult Education, kindergarten, Montessori-pre-school, and a model elementary program. Hoffman-Boston will be used by Thomas Jefferson Junior High and as a kindergarten.

Enclosed is a plan for staff desegregation that has been prepared at the direction of the School Board. Undoubtedly you have many questions as to how the plan will affect you. As a result, I would like an opportunity to meet with you on Wednesday, July 7, at 2:00 o'clock p.m. in the teachers lounge at Drew to discuss this matter further and respond to any questions.

Sincerely yours,

Henry D. Gardner
Assistant Superintendent For Personnel

HDG/sau
Enc.

SECTION II

Guidelines to be Used in Desegregating Drew and Hoffman-Boston Elementary Schools

1. Drew and Hoffman-Boston kindergarten students will remain at Drew and the Thomas Jefferson Annex (where Hoffman-Boston students are presently housed).
2. Drew and Hoffman-Boston students for grades 1 through 6 will be assigned to other elementary schools:
   a. When the added students, would not cause the receiving school to have an enrollment exceeding its established rated capacity by more than 5%.
   b. At a ratio of black to white of as close to 11% as is practical within a range of 7% to 15%, with the exception of the following elementary schools whose present attendance areas enroll more than 15% black students:
      (1) Glebe, whose ratio is approximately 22%
      (2) Fort Myer, whose ratio is approximately 18%
      (3) George Mason Center, whose ratio is approximately 19%
      (4) Patrick Henry, whose ratio is approximately 18%
3. Family groupings will be taken into account in assignment to a particular school.
4. Transportation will be provided as needed.

SECTION IV

Plan to Develop a Model School at Drew for the 1972-73 School Year

It is intended that careful planning by the school staff take place early enough in the next school year to describe the details and satisfy the operational requirements necessary for establishing a model school to be conducted at Drew School for the 1972-73 school year.

Members of the community and competent educational specialists will be involved by the staff in this planning. It is expected that the program developed for the model school would be attractive enough to elicit requests from parents all over the County for their children to be admitted to the school, e.g. the pre-kindergarten and kindergarten Montessori program might be enlarged to permit white students from other attendance areas to attend; the Westinghouse computer managed, highly individualized program "Program for Learning in Accordance with Needs (PLAN)" might be instituted for grades 2-6; or a less formal program modeled after the British primary integrated day plan might be used, or a combination of these and others might be developed. Such a school will be planned with a lower pupil-staff ratio and consequently a higher per pupil expenditure than usual and will require special budget support. Such a school might well be staffed by especially competent teachers and used as a center for others of our staff to come for observation and further training. In any event, it would offer parents of the community a highly attractive alternative to the elementary school in their regular attendance area. Some control will be established to insure that the model school would not result in a resegregated Drew School. Transportation will be provided as needed.

SECTION VII

Plan for Staff Desegregation

It is intended that the teaching staff of each of the Arlington Schools be desegregated at a ratio as close to the ratio of black to white teachers of the school system as is practical - approximately 9% - and in no case less than 5%.

In the process of accomplishing this desegregation, the wishes of teachers who are to be transferred will be sought, and whenever possible, assignment will be made in accordance with their wishes. Guidelines to be followed are set forth below:

Guidelines to be Followed in Desegregating Teaching Staff

1. The teaching staffs of Drew and Hoffman-Boston Elementary Schools, excluding the kindergarten teachers, will be reassigned to other elementary schools to positions for which they are certified.

2. Following the assignment of students presently attending Drew and Hoffman-Boston Elementary Schools to the other elementary schools in the system, teaching vacancies that are created by the additional students will be announced to the teaching staffs of Drew and Hoffman-Boston. Those teachers will be given the opportunity to request their choice of assignments. Wherever practical, reassignments will be determined by their choice.

3. No vacancies in the elementary school teaching staffs will be filled from outside the system until these transfers have been implemented.

4. The teaching staff of all schools will be reviewed to determine that the ratio of black to white teachers in the schools is near that of the staff of the school system as is practical (approximately 9%) and in no case less than 5%. In those instances where the number of black teachers assigned falls below 5%, reassignments will be made between schools to bring all staffs up to this lower limit.

5. No employees salary shall be reduced as a result of the implementation of this plan of desegregation.

6. Policies formulated with regard to the reassignment and new assignment will be distributed to all professional employees.

SECTION VIII

Plan to Seek Federal Assistance to Facilitate Desegregation

Drew and Hoffman-Boston students accustomed to attending all-black schools will in many instances be attending formerly all-white elementary schools. For both black and white children this will be a new experience. White teachers unaccustomed to teaching black children and black teachers unaccustomed to teaching white children will be asked to work sensitively and productively with students who are learning to go to school with each other.

The quality of the human relationship created by parents, students, and teachers will determine the extent to which students learn and have satisfying school experiences.

A program to help students, parents, and teachers understand each other and learn how to be helpful to each other is essential. A proposal will be developed along the lines suggested in draft form in Enclosure "F" and submitted for funding under the Emergency School Assistance Act.

In addition, consultant services from the University of Virginia, Virginia Technical Assistance Program, Consultative Resource Center, will be secured.

Special Federal funding is warranted and expected, however, in the event it is not forthcoming a program using available local resources will be established.

ARLINGTON PUBLIC SCHOOLS
1426 NORTH QUINCY STREET • ARLINGTON, VIRGINIA • 22207

December 13, 1971

TO: Cabinet Members

FROM: Henry D. Gardner

SUBJ: Conference Re Integrating the Desegregated School

On December 9, Dr. Mack, Mr. Guter and I met with Mrs. Edson's committee, consisting of Frances D. Washington, Guidance Counselor at Wakefield, Arthur Claiborne, Assistant Principal at Gunston, and Rita J. Ringwood, Guidance Counselor at Gunston. They discussed their experiences this past year at desegregation workshops conducted at the University of Virginia and Virginia State.

On the basis of their experience they proposed the formation of a Human Relations Program for the school system. A copy of the organizational structure is attached. This proposed approach has, in my opinion, merit. It would have official sanction from the Superintendent, and the Board of Control would be appointed by him indicating a systemwide program with leadership from the Head Administration Officer of the District. In addition, local schools could maintain flexibility in their programs which I feel is an important aspect of any Human Relations Program.

HDG/mh

Enclosure

cc: Dr. Harold Mack
Mr. Joseph Guter

HUMAN RELATIONS PROGRAM FOR ARLINGTON PUBLIC SCHOOLS

Board	Superintendent Appointed
1 Central Office	3 Junior High
1 School Board	4 Elementary
1 Senior High	

Assembly

1 Team from each school

1 Black - 1 White

Each School

Human Relations Committee

Principal or Representative	Parents
Staff	Supporting Services
Students	